

Reading:

Core skills covered

We will be discussing texts and expanding our vocabulary and its meaning.
We will also focus on the author's use of language and the effect it has on the reader.

How it fits with our project:

We will continue to look at a wide range of texts including myths and traditional stories from the Ancient Greek times.

We will also learn technical vocabulary to do with Ancient Greece, looking up words in a dictionary linked to the project.

Writing:

Core Skills covered

Children will learn to write a warning story based upon the tale of Icarus and Daedalus. We will also be creating a journalistic recount based on an aspect of Ancient Greece. In addition, we will be learning to recite and appreciate the language of poetry. Further studies will focus on a lost and found genre.

Punctuation and sentence

We will expand our understanding of sentence construction and show our knowledge of this in our own writing. We will be focusing on the use of speech marks, apostrophes and commas in sentences.

How to make it interesting (Composition and effect)

A wider range of vocabulary will be used as well as personification and metaphor.

Maths:

Core skills for mental maths

- add and subtract numbers mentally with increasingly large numbers e.g. numbers over 1,000
- multiply and divide numbers mentally drawing upon known facts. Using our knowledge of the times tables up to 12x.

Written methods including:

- read, write, order, compare and round numbers up to 1,000,000 including decimals
- multiply and divide whole numbers and decimals by 10, 100 and 1000
- add and subtract whole numbers with more than 4 digits
- multiply numbers up to 4 digits by a one-digit number using a formal written method
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division

How we will use maths in our project:

Already, we have formed timelines and had opportunities to answer questions about the timeline. We will be measuring and comparing units of time when experimenting with the rate at which objects fall. We will also be measuring length when creating an Archimedes screw.

Project

Our driving question is: 'Were the Greeks really that groovy?' Our end product will be a Greek vase made out of papier mâché, painted in the design created by the children. It will have been critiqued and improved as part of the design process. These are the questions we will use to drive our learning:

- *When were the Groovy Greeks around?*
- *Is democracy an equal game for all?*
- *Whose right is it anyway?*
- *Does everything fall at the same rate?*
- *Was Archimedes the only Groovy Greek?*
- *How Archimedes important to the 21st century?*
- *Was Greek Theatre always such a tragedy?*
- *What's the attraction of Magnesia?*
- *Would you prefer to have been an Athenian or a Spartan?*
- *Did the Greeks just believe in one God?*
- *Were the Greeks applying tactics at the Battle of Marathon or were they just lucky?*
- *Would Usain Bolt have coped in the original Olympic Games?*
- *Did the Ancient Greeks and the Ancient Egyptians have anything in common?*

Visits and events

We are currently organising a visit to support our learning of the Ancient Greeks – watch this space!

Other learning

Science

Describe magnets as having two poles.
Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.

Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.
Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.

PE

Indoor PE will focus on gymnastic skills where children will be linking, sequencing and developing routines.
Outdoor PE will be invasion games and we will be developing communication, tactics, team work, sending and receiving skills.

PSHE

We have already started learning about democracy.
We will also learn about rights and responsibilities.
We will also be thinking about our own learning styles.

Please help by:

- **Finding out information about Ancient Greece and Forces with your child.**
- **Supporting your child's reading by frequently listening to them read and discussing the text with them.**
- **Helping your child with learning log tasks.**
- **Encouraging neat presentation of any written learning.**
- **Going through their times tables.**
- **Continuing to support your child with their targets.**
- **Encouraging your child to use Mathletics and our DB platform.**

Learning logs: Learning Logs will be given out on a Friday and should be returned to school no later than the following Wednesday, unless stated otherwise. Learning Logs will be linked to our learning in maths, literacy or topic.

Reading books: Reading books will be changed weekly. New books will be given out on a Friday afternoon. It would be helpful if books could be returned by Wednesday to enable them to be changed on time. Please could you also ensure that your child's reading record is signed by an adult.

PE: Year 5 PE days are Monday (indoor) and Wednesday (outdoor) for both Lilac and Larch. Please ensure that your child has a PE kit in school on the appropriate days, including suitable outdoor footwear and clothing. Please can long hair be tied back for PE.

Food and drink: Please ensure your child has a bottle of water in school every day. Children are also encouraged to bring a piece of fruit or a healthy snack for morning break.

Finally, we would like to thank all parents/carers for their continued support.

Miss Horwell, Miss Hill, Mrs Clark and Miss Hamilton.

Year 5 team